

Lesson 6

Let's Play,
Let's Party!

TOPIC:
Physical
Activity

Being healthy is not only about eating well. It is also about being physically active. This lesson will promote physical activity through song and dance, story, and role-play. Parents are invited to participate in a cumulative activity and celebration that includes a healthy snack and move-and-groove activity.

Supplies and Preparation

Discover MyPlate Components*

- **Reach for the Sky** song
- **Food Cards**
- **Food Group Friend Look and Cook Recipe** (A copy for each student and to display. Teacher recipe instructions and supplies on pp. 77-78.)
- **Emergent Reader** (teacher and student versions):
A MyPlate Meal
- **Food Group Friends Profile Cards**
- **Student Workbook** (WB; Lesson 6, Activities 1-2):
 - [WB, p. 3] **STAR Chart**
 - [WB, p. 26] **Run, Jump, Play!**
 - [WB, p. 27] **Field Day Fun!**
 - [WB, p. 29] **Discover MyPlate Certificate**
- **Parent Handout: Move, Play, Have Fun!**



Additional Supplies

- Suggested books** for **Book Club**:
 - **The Busy Body Book: A Kid's Guide to Fitness** by Lizzy Rockwell (Crown Books for Young Readers, 2004)
 - **Giraffes Can't Dance** by Giles Andreae and Guy Parker-Rees (Orchard, 2001)
 - **Watch Me Throw the Ball** by Mo Willems (Disney-Hyperion, 2009)
- White 8.5" x 11" paper (1 sheet per student)
- 5 buckets or boxes (shoe-box size)
- Pictures of foods to represent each food group
- Crayons, construction paper, scissors, glue, star stickers

* Order or download at <http://teamnutrition.usda.gov>.

** Mention of these materials is not an endorsement by the U.S. Department of Agriculture over other materials that may be available on this subject.

Learning Objectives

Students will be able to...

- Name two reasons why it's important to be physically active every day.
- Explain that eating foods from the five food groups helps the body be physically active.
- Identify three different ways to be physically active each day.
- Make a healthy snack based on **MyPlate**.

Essential Questions

- Why is it important to be physically active every day?
- What gives us the energy to be physically active?
- What are some ways to be physically active?



Introduction

Warm Up Whole Group (20 minutes)

1. Gather students in a circle on the carpet and review the introductory discussion from Lesson 2 by asking: *Do you remember what else we can do to keep our bodies healthy, in addition to making healthy food choices?* Invite students to share their responses. Display the **MyPlate Nate and Kate Profile Card** on the board or a flip chart. Remind students that Nate and Kate like to eat healthy foods from each food group every day. They also like to run and play every day. Eating smart helps them play hard.
2. Explain that our bodies are meant to move. We need to be physically active each day so that our muscles, heart, and bones are strong. Invite volunteers to share how they like to be physically active and move (for example, “I like to play soccer” or “I like to dance”). Continue the exercise until all students have had a chance to name an activity.
3. Explain that, when we are active and move, we use energy. Have students use some energy by standing up, jumping up and down in place, and wiggling their arms. After a few seconds, have them sit back down. Ask them how they feel. Tell them that, when we are physically active, we use our muscles, and our heart beats a little faster. Ask students to put their hands over their hearts and feel it beating.
4. Explain that our heart has a big job to do. It pumps blood to all parts of the body. When we are physically active, our muscles need more blood, so the heart must work harder. It gets a workout. This is good for our bodies and helps make them stronger and healthier.
5. Ask students how the foods they eat can make a difference in how they feel when they are physically active (for instance, when they play soccer or run around at recess). Give the example that, just as a toy needs the right kind of battery to make it work, and a car needs fuel to make it go, our body needs healthy foods from the five food groups to be its best at sports and play.
6. To reinforce this concept, have students fold a piece of paper in half. On the left side, ask them to draw a picture of one of their favorite healthy meals or snacks. On the right, they should draw one of their favorite ways to be active and play. Display these on a “Healthy Foods Give Us a Boost” bulletin board.

★TEACHER TIP★ Celebration Invitation

Send an invitation home to family members for the culminating celebration activity. See template on p. 60.



Core Learning Activities

The following activities help students meet the lesson's learning objectives, but you may incorporate them into your class time in any order.



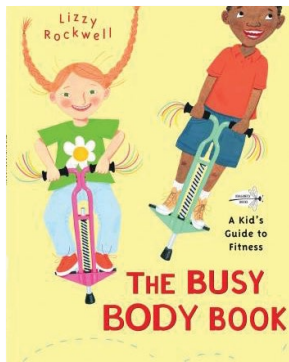
Book Club **Whole Group (time will vary)**

Continue the conversation about different ways to be active and play by reading books with your class that include forms of physical activity. Below are suggested books with questions, but you may find other selections in your library that can be used to generate a similar discussion.



Have students reread the **Emergent Reader: A MyPlate Meal** out loud. Tell students they will add to the story. Start with the sentence on the last page, "We have fun." Ask students: *What do you have fun doing?* Have students practice making up, then writing, sentences that start with "We/I have fun..." To add complexity to the sentences, have them identify places. For example, "I have fun riding my bike in the park." or "We have fun playing at the beach." Review which of the suggested fun activities are physically active.

The readers may be used again during **Center Time**, and then, at the end of the unit, children may take their mini books home to continue practicing their reading skills with their families.



Cover art © 2004 by Lizzy Rockwell

The Busy Body Book: A Kid's Guide to Fitness by Lizzy Rockwell — From how our hearts work to how our bones and muscles keep us going, this book explains how our bodies are made to move. Ask:

- *What happens to your muscles if you use them again and again?* (They get stronger.)
What are some things muscles help your body do? (Move, lift, and stretch)
- *What does your heart do when your body is active?* (It pumps blood faster so that the parts of your body can get the oxygen they need.)
- *What do the children in the story drink when they get hot and sweaty?* (Water) *Why is water a good choice?* (Your body needs more water when it is active or hot; water does not have added sugar.)
- *Why does your body need healthy food?* (Food gives your body energy to move and think; it also gives your body nutrients that help build strong bones and muscles.)
- *What are some of your favorite ways to be a busy body?*

Giraffes Can't Dance by Giles Andreae and Guy Parker-Rees — A giraffe wants to take part in the jungle dance festivities where all the animals have their own special dance, but he gets tangled up in his feet. A cricket tells him that, when you're different, you need a different song. The giraffe listens to his own music and finds his own moves, and all the animals are amazed. Ask:

- *Why was Gerald the Giraffe sad?*
- *What did he wish he could do?*
- *What other animals attended the jungle dance? What were the types of dances they did?*
- *Who helped Gerald? What did he learn?*
- *How does Gerald feel at the end of the book?*

Giraffes Can't Dance

by Giles Andreae
and
Guy Parker-Rees



Watch Me Throw the Ball! by Mo Willems — In this story, Gerald is determined to teach Piggie that ball-throwing is serious business...but Piggie is just as determined to have serious fun. Ask:

- What is Gerald's secret to throwing a ball?
- Why is Piggie so happy about throwing the ball?
- What types of games can you play with a ball?



Cover art © 2009 by Mo Willems



Discover MyPlate Celebration!

Whole Group (time will vary)

Invite parents or caregivers to attend this special “event” (see the invitation template under **Extra Helpings** on p. 60). Use the **Food Club Tasting Event** activity ideas listed under **Center Time**, have students read **Emergent Reader: A MyPlate Meal** aloud as part of the celebration, or show off bulletin board displays. As part of the celebration, have students act out and sing the **Reach for the Sky** song for parents. Invite parents to join in and act out the motions in an encore performance! Share with parents their children’s achievements by showing them the **STAR Charts**. To close out the celebration, present certificates to students (see **Reflection & Assessment**). Design the celebration event to suit your time schedule. If some students’ parents/caregivers are unable to attend the event, assign attending parents or adult volunteers to help more than one child at a time.

Food Club Whole Group (25 minutes)

Food Group Friend Look and Cook Activity

(See pp. 77-78 for recipe ingredients, supplies, and step-by-step instructions.)

In this food preparation activity, children and parents work together to create a snack using foods from all five food groups. Involving parents in this activity helps connect the lesson to the home, and provides the opportunity for children to observe their parents eating healthy foods. By allowing children to use their creativity to build their own **Food Group Friend**, children apply their knowledge of what foods belong to each food group and build skills needed to create healthy snacks at home.

1. Review the recipe and directions for making the **Food Group Friend** on pp. 77-78. The recipe serves 20, so adjust the recipe amounts to suit the size of your class and to provide samples for attending adults.
2. Talk with parent volunteers or school nutrition services to decide how you will obtain food for the activity, who will do any advance preparation of foods (such as rinsing and cutting), and where foods will be stored until ready for use.
3. Since parents are to participate in this activity, you will probably want your whole class to do it at the same time. Make sure your space has enough room for both parents and children to participate in the activity.



Food Safety

Participants must follow these steps:



- **Hand Washing:** Hands should be washed using soap and warm water, scrubbed and lathered for 20 seconds, rinsed under running water, and dried using a clean paper towel.
- **Surfaces:** Tables, countertops, sinks, utensils, cutting boards, and appliances should be washed with hot, soapy water. Wipe up spills immediately.
- **Fruits and Vegetables:** Produce, regardless of where it was grown or purchased, must be rinsed thoroughly under running water before peeling, eating, cutting, or cooking. Precut/prepackaged items, like lettuce or baby carrots, may be labeled as prewashed and ready-to-eat — these items can be eaten without further rinsing.

Important Food Allergy Reminder

Remember to:

- Check with parents/caregivers regarding food allergies.
- Work with parents, the school nurse, and/or Nutrition Services Director to adjust any recipes or food items suggested in these activities to accommodate food allergies in your classroom or school.
- Always follow your school's food allergy policies.

4. Clean all surfaces and follow the safe food-handling procedures discussed in the sidebar. Have everyone participating in the food preparation wash his/her hands according to the directions in the sidebar.
5. Display a copy of the **Look and Cook Recipe** (on p. 76 and a handout in teacher's kit) so students and parents can clearly see it as they prepare their **MyPlate** snacks. Provide a print copy of the recipe for each student/family. Review the steps and demonstrate how everyone will be making their **Food Group Friends**. Show students and parents the different food choices in each food group.
6. Give parents and students a plate and instruct them to begin by choosing a whole-grain base for the face (either a brown rice cake, slice of whole-wheat bread, or half of a toasted whole-wheat English muffin). Remind them to use the serving utensils, not fingers, to select foods. If parents/caregivers are present, invite them to assist their child as needed.
7. Ask children to share their finished creations and identify foods they used with the rest of the class in a short show-and-tell. If your class is large, do this sharing in small groups (for example, have students present their creation to others sitting at their table). If possible, take pictures of children and their parents with their **Food Group Friend** creations. Finish the activity by enjoying a snack together! Send the **Look and Cook Recipe** home with parents/caregivers or students.
8. Clean up. Have students work with parents and adult volunteers to wipe their desks and throw away used plates, utensils, and napkins. Cover and refrigerate any unused foods.



★TEACHER TIP★

How Can You Tell If It Is a Whole Grain? When selecting the grains to use in the **Food Group Friend** recipe, follow these guidelines to identify whole-grain options:

- Check the information on the package. Choose breads that have "100% Whole Grain" (or 100% Whole Wheat) on the package.
- Check the ingredients list and look for the word "whole" before the first ingredient.
- Look for rice cakes made with brown rice. Brown rice is a whole grain.



Cafeteria Connection

Whole Group (20 minutes, around lunchtime)

Eat Smart and Play Hard!

Look at the school lunch menu for the following week. Invite students to come up with physical activity-themed names for each menu option. For example: "Home Run Sliders," "Touchdown Turkey," "Skater Salad Shakers," "All-Star Burritos," and "High Jump Broccoli." Ask students to make drawings for signs to go with each dish. Coordinate with school nutrition services or the Nutrition Services Director. Have students practice writing "I can" sentences about physical activity to display around the cafeteria. For example, "I can ride my bike" or "I can do karate."



Center Time

Choose any of the following activities for students to do during Center Time.

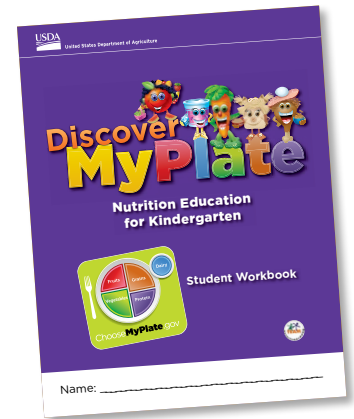
Literacy Center Small Group (time will vary)

Use the **Emergent Readers** for listening, guided reading, or read-aloud exercises with students. Review sight words and new vocabulary learned in this lesson to build fluency and phonemic awareness, teach spelling patterns, practice writing, and promote key literacy concepts.

Student Workbook Small Group (time will vary)

Have students complete workbook pages individually or in small groups. These can be done during **Center Time**. At the conclusion of the lesson, send workbooks with completed **STAR Charts** home with students and their parents.

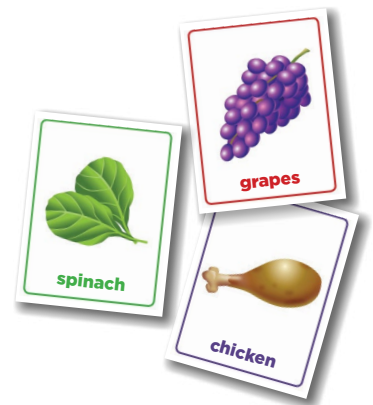
- **Run, Jump, Play!** (WB, p. 26) Students will categorize pictures that show the best ways to be active and play.
- **Field Day Fun!** (WB, p. 27) Students complete a maze to help **MyPlate Nate** and **Kate** find their way to the park for their school's field day by spelling out MY PLATE.
- **Discover MyPlate Certificate** (WB, p. 29) This page features a certificate for students. You may award these at the conclusion of the celebration activity (see **Reflection & Assessment** on next page). Encourage students to keep up the good work and help their families shop for and prepare meals following **MyPlate**. Remind them that being physically active together as a family is great fun and good for everyone.



Food Cards Small Group: 3-4 students (20 minutes)

Food Group Relay

As part of the celebration, set up a relay in the gym or on the playground. (Parents can help supervise and facilitate.) Place five buckets labeled with pictures of foods from the five food groups at different areas. Working in two teams of 3-4 students each, give each team several **Food Cards** (at least enough so that each student will get a turn twice). When the game starts, the first students from both teams pick a card from their decks at random and run to put it in the correct food group bucket. When they come back, they tag the next student in line. The game continues until a team correctly sorts all of the cards. The first team to do so wins. After the game, the whole group should review the cards in each bucket to see whether they were placed correctly and to discuss any that were not. Repeat play until every student has had a turn.



Dramatic Play Small Group (15 minutes)

Act Out!

Have students choose an adventure or job they would like to act out that requires them to be physically active. For example, they could go “pretend camping,” in which they would hike, fish, and canoe (cardboard boat), then make a healthy snack to eat at the campground. Alternatively, they could run a pretend dance studio with classes or create a firefighter-training center where students have to carry or pass buckets of water.



Reflection & Assessment Whole Group (20 minutes)

At the end of this final lesson, talk and reflect with students about what they have learned in **Discover MyPlate**, including:

- The names of the five food groups and foods that belong to each group
- Using the **MyPlate** icon as a reminder to eat a variety of foods from the five food groups
- How fruits and vegetables come in many colors, help keep us healthy, and are grown from seeds to plants
- Why eating breakfast every day is important
- How healthy food choices and physical activity help the body grow, stay healthy, play, and learn

Reward students with a star or sticker for their efforts and ability to meet the achievement markers of this lesson (see sidebar). Students may add their stars or stickers to the **STAR Chart**.

Ask students to think about three things that they learned. Have them make a drawing for each and label with new words they have learned. Alternatively, you may work with students in small groups to discuss each of these points, then have each group share with the rest of the class. Review information with individual students who need more assistance. If there is extra time, you can create a bulletin display for other classes, teachers, and parents to share what your students have learned.

Finally, to conclude the unit and the celebration, present each student with a **Discover MyPlate Certificate** [WB, p. 29]. Remember to send home the **Move, Play, Have Fun!** parent handout, **Food Group Friend Look and Cook Recipe**, **Emergent Readers**, and completed **Student Workbooks**.

LESSON 6 ACHIEVEMENT MARKERS

- Named three different ways to be physically active
- Named two reasons why it is important to be physically active every day for good health
- Explained that healthy food choices help fuel our bodies to play and be active
- Prepared (and tasted!) a **MyPlate** snack



Award a star or sticker for each achievement!

Extra Helpings

Celebration Invitation

Use and modify the following template to send home to family members inviting them to the culminating celebration activity. Download an electronic version that you can customize at <http://teamnutrition.usda.gov>.

Dear Parent,

You're invited to attend a special event on _____ to see
how much your child has learned about healthy eating and being
physically active. RSVP at _____ by _____.
date
email date

We can use some extra hands, so let us know if you
would like to volunteer.

We hope you celebrate with us! _____
teacher's signature

